
Guidelines to the Development of Human Resources in Libraries: Rationale, Policies, Programs and Recommendations

Guidelines Subcommittee of the Staff Development Committee,
Personnel Administration Section, Library Administration Division,
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IN RECENT YEARS there has been a considerable increase in the attention given to personnel development in libraries. However, it is apparent from research-based studies in librarianship,¹ and from listening to librarians as they talk about their jobs—in daily conversation, in meetings, in the current literature²—that there are still many roadblocks which prevent the release of the human potential that exists within our libraries today. These guidelines take the position that a great deal can be done in the work situation toward diagnosing and removing these roadblocks by establishing and developing meaningful personnel development policies and programs. The need for such assistance—for guidelines—is implicit in the ALA Activities Committee on New Directions for ALA and Subcommittee Reports' demand to "develop and publish new personnel guides and tools which will assist library administrators in establishing better policies and procedures."³

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It is hoped that, taken as a whole, these guidelines will stimulate responsible librarians to match their concern for staff development with meaningful action directed to that end.

RATIONALE AND SCOPE

Personnel development, which is used synonymously with staff development, as presented here is more than development programs and activities. That is not to say that courses, orientation programs, institutes, and inservice programs are not important, but rather to emphasize that, in themselves, they do not constitute the total means for the development of a library's human resources. Personnel development is fully possible only in an environment which not only permits, but actively encourages individuals to develop their potential.

These guidelines present some of the conditions that research in the behavioral sciences seems to indicate are necessary in an organization for the optimum effectiveness and growth of its human resources. Some ways in which managers may facilitate the implementation of these conditions are suggested. Because comparatively little research has been done that has specifically applied to libraries, many of the references are from other disciplines. One of the major findings emanating from behavioral science research has been the universality of those elements which apply to the development of human resources in *any* type of organization. Therefore, it is assumed, as Joeckel⁴ was advocating in 1940, Martin⁵ in 1945, Wasserman⁶ in 1958, Stone⁷ in 1967, Harlow⁸ in 1969, and DeProspero and Huang⁹ in 1969, that these elements are generally applicable to the library organization.

Definitions overlap in this field. As a result there is a lack of clear distinction between continuing education, personnel (or staff) development, and training. In these guidelines, continuing education is conceived as being a lifelong process through which individuals maintain themselves as competent people and grow to meet the challenges of change. Asheim has suggested that perhaps it would be better if the operative word were "continuation education," implying that "it comes after or over and above . . . the formal period of schooling which has terminated when one has achieved the basic, the first entrance qualification, to his present occupation or profession."¹⁰

Staff or personnel development more narrowly restricts those competencies to being job-related, yet broadly defines that term beyond only knowledge and skills to include attitudes and behavior which thus involve the total person as a worker and member of a library organiza-

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tion. Training is viewed here as a *means* of personnel development, referring more directly to methodology. In the words of Scott, "The immediate goals of training aim at improving individual job effectiveness and the climate of interpersonal relations in organization. By necessity, training must be oriented toward organizational objectives."¹¹

For libraries to strive effectively toward their goals as viable organizations in a changing culture, it becomes important to view personnel development with an "asset management approach," which is concerned with the best allocations of resources.¹² The overriding importance of developing human resources in an organization has been forcefully stated by Likert: "Every aspect of a firm's activities is determined by the competence, motivation, and general effectiveness of its human organization. Of all the tasks of management, managing the human component is the central and most important task, because all else depends upon how well it is done."¹³

Two attitudes toward personnel development in libraries point to the need for these guidelines. One attitude is revealed by those librarians who have shown a concern for the development of human resources, but have considered it, as defined by McGregor,¹⁴ as a production problem—if enough inservice training programs are manufactured and enough employees are directed to take them, staff development will automatically follow. A second attitude is evidenced by those who have been unsure or unaware of the values of staff development and are reluctant to make a full commitment to it. The second attitude is shown, for example, by supervisors who have been either apathetic or antipathetic toward continuing educational opportunities for their staff.¹⁵ This paper hopes to offer concrete guidelines for the first instance and a new perspective for consideration in the second instance.

One of the pressures which intensifies the need for personnel development in libraries is the influence of modern management concepts which have tried to adapt to such contemporary realities as those summarized by Bennis in a recent article: "1) rapid and unexpected change; 2) growth in size beyond what is necessary for the work being done . . . ; 3) complexity of modern technology, in which integration between activities and persons of very diverse, highly specialized competence is required; 4) a change in managerial values toward more humanistic democratic practices."¹⁶ This last factor has largely developed out of basic research in the behavioral sciences and

has sought to understand the behavior of people as workers and members of organizations. This has resulted in a trend toward participative management. According to contemporary behavioral scientists such as Likert,¹⁷ participatory management is the most effective management pattern for achieving organizational goals. From the point at which classical organizational theories view individuals in the organization merely as passive components of the system, participative management moves to a new stance of active involvement of employees in formulating and achieving organizational goals. A recent study by Marchant¹⁸ found that libraries in general still tend toward the former, traditional attitude.

Democratic leadership involves shared decision-making. There are various degrees of this kind of participation. In one library it might take the form of allowing employees to share in all decisions which affect them directly. In another, participation might apply to sharing in the decisions relating to the alternatives open for the accomplishment of the objectives set. The report of Cornell's Committee on Continuing Education and Professional Growth in University Libraries reveals how vitally continuing education and staff development are linked with participation in decision-making by stating: "it appears that education without responsibility for decisions is hopelessly abstract, while decision-making without continuing education is inevitably inadequately informed."¹⁹

Democratic leadership involves more than just participation in decision-making. It also implies a "climate" in which employees have a chance to grow and develop, where supervisors are concerned about the development of those they supervise, where employee attitudes and involvement are solicited and respected. Thus, democratic leadership calls for a "state of mind" in which the management is committed to the recognition of the dignity of employees as men and women and not merely as factors contributing to the efficiency of the library. Scott²⁰ states that the realization of greater personal potential stems only from an organizational atmosphere which allows its participants freedom to decide and to act. If not allowed and encouraged, the organization as well as the individual suffers.

The constant need for change is another pressure which intensifies the need for personnel development. The role of the library in its changing culture seems to be an issue everywhere. Evidences of cultural change alter the missions and goals of the library, modify its priorities, and call for change within the library to meet the challenges

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and needs of the society. Social factors, as the study "Social Change and the Library: 1945-1980"²¹ has pointed out, are redefining the responsibilities of libraries and shaping the future in which they will operate. Among the widely varied channels of communication needed to keep this "complex, highly integrated, and powerful society going . . . libraries have a special role as the only medium giving its user a wide freedom of personal choice and an opportunity to inform himself in depth by the use of a wide variety of materials."²² Further, "the events of the next decade may indeed sweep libraries into positions of unprecedented importance, or they could be bypassed and superceded by other agencies and devices that can serve the public more effectively. . . . If we are to survive as a free society, albeit overcrowded, tense, divided, and uncertain, people must be helped to think rationally and to maintain their perspectives. Libraries are better fitted than any other agency we now have to do the job."²³

The challenges of rapid and unexpected change that libraries face offer a route for obsolescence or for greater realization as a functional part of our society—depending on the response to those challenges. This has a direct relation to personnel development, as pointed out by David Kaser, director of the Cornell University Libraries:

Libraries are going to be able to meet the new challenge of change only if working personnel keep their professional "implements" honed to maximum working capability. Library personnel, however, can best accomplish this if library management makes it as desirable as possible for them to do so. I feel therefore that a strong and co-ordinated program of continuing education and professional growth is in our best interests, both individually and collectively, and that it is incumbent upon the library administration to do all it can to foster one.²⁴

Scott²⁵ maintains that those interested in planned organizational change have found that they can have the greatest impact on an organization through personnel development. Other reasons often used to justify staff development efforts include: increased job competence, improved interpersonal competencies, improved understanding and methods of conflict resolution between and within groups to reduce tension, development of more effective team management, attitude and value change to encourage creativity and innovation in problem-solving, and creation of an open organic system as the base of operation.²⁶

Before proceeding to the section on the human resources approach

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in action, another concept must be presented—the importance of a systems approach to library personnel development. “Systems approach” as used in this paper, is viewing the library organization as an orderly whole, of perceiving clearly the interrelationships of all the parts of the library to each other as well as to the whole library structure.

As a basis for our discussion, a concise definition of a system as given by Knezevich is presented:

A system can be defined simply as any collection of persons with a plan, and a goal. The various elements within it are ordered and arranged to accomplish a stated mission in a particular way. . . . A system may be pictured as a device for converting inputs (such as manpower, machine power, space and money) into desired outputs. All this is done according to a plan and any constraints that apply must be spelled out. Components within a system are interactive and interdependent.

Stated another way, every system has boundaries. There is an environment that surrounds it—a kind of skin that separates the unique entity called a system from factors outside it. If there is interplay between factors within and those outside the system, it is called an open system. If there is no interchange . . . it is called a closed system. Closed systems are unstable in the long run, for they lack the mechanism to sense changes in the surrounding environment which have implications for the effectiveness of internal operations.²⁷

The systems approach consists of several components or subsets: analysis, design, operations, and evaluation. For our purposes, “systems analysis” is conceived as only one dimension—one part—of the total approach and thus has a restricted meaning. Systems analysis bears a close relationship to operational analysis and generally involves a quantitative oriented study of a system, and is not within the scope of this paper.

The systems approach in terms of staff development needs to be applied fully with regard to: 1) the relationship between the system of management of a library and the content of the development programs, 2) the internal consistency of the content of management development courses,²⁸ and 3) the congruence of the methods used in the programs with the management approach of the library. Many problems and frustrations arise when the philosophy used in the area of staff development is incongruent with other components of the library's management system. For example, in a library in which the

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structures and procedures are based on an authoritative style of management, a personnel development program based on the concepts of participatory management is likely to be disfunctional to both. The systems approach emphasizes that the goals and objectives, the organizational structure, the policies and procedures, the management activities, and the selection process must be compatible with training practices. For example, Likert warns that a system which does not have such total integration will fail to benefit from a training program which is democratic in its structure and the results may even be harmful.²⁹

To sum up, thus far we have attempted to show, using a systems approach, the "what" and the "why" of personnel development. Now we will proceed with some guidelines to present the "how." These guidelines, we hope, will offer individual librarians at any level in the organization (not only the formal library administration) the opportunity to review and reexamine their present program, to plan for the future extension of their past efforts, or to initiate and develop a new comprehensive and interrelated (i.e., systems) approach to the development of human resources within the organization. Therefore, with the systems approach still in mind, we suggest some important elements for an action program within the library system related to personnel development.

THE HUMAN RESOURCES APPROACH IN ACTION

The responsibility for personnel development is shared by the individual and by the institution. Neither of these alone can fully assure a staff successfully working toward established organizational goals. Individual responsibility is based on professional commitment and a belief that learning is a lifetime excitement and reward. Institutional responsibility is a more formalized awareness of the organizational need for an alive, vigorous staff making the library capable of meeting changing societal needs. Fulfilling each of these responsibilities requires real conviction and commitment.

It must be emphasized, however, that the total organizational structure and overall management philosophy of the library as represented in policies, operational practices, and associated managerial procedures often affect the growth and development of the individual just as much, and sometimes more, than the policy statements and practices that deal specifically with staff development and continuing education.³⁰ A few examples may clarify this statement: 1) a de-

centralized organizational structure can provide an environment in which the individual is encouraged to take greater responsibility for his own behavior, thus increasing his feelings of accomplishment and self-assurance, in turn motivating him to take still more responsibility and contributing to his further growth;³¹ 2) a system of tight control often has the opposite effect as constant tight surveillance by superiors tends to increase staff anxiety, and employees are apt to complain of detailed supervision and boring work;³² 3) since all levels of the staff fear performance measurements which are used in a punitive manner by their superiors, measurements that can be applied by the individual to his own performance and that can help guide group decisions and actions are the most acceptable and useful both to the individual and to the library;³³ 4) personnel who are growing in the direction of specialized professional competency are as useful to the library as those who will become high level managers; consequently the rewards and punishments (both formal and informal) should be so designed that they will encourage both kinds of growth.³⁴

A key factor in personnel development is the head librarian for his approach affects a great many other people in the organization. There are many specific ways the chief administrator's leadership has an impact on the library's staff development program. His leadership is important in developing, with his employees, a clear statement of policy on personnel development and continuing education—a statement which is known and understood throughout the organization and which is made realizable through supportive procedures, adequate financing and a positive working atmosphere. His leadership in developing a strategy for the selection of highly motivated employees based on the institutional objectives to be achieved is also important.

The responsibility for creating and maintaining a climate in which the full potential of all employees is recognized and used rests largely on the chief administrator. What creates this climate? Perhaps the most important factor is the application of the principle of supportive relationships—supervisors with confidence and trust in employees. "The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member, in the light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance."³⁵

The chief administrator is responsible for the nature of institutional

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decision-making. Recent research and experience in organizational development indicate that leadership toward participative decision-making is important to staff development. Participation in decision-making by those to be affected by the outcomes of those decisions either as a group or individually provides for both motivation and continuous learning experiences. At each level in the library's organizational hierarchy there is an opportunity for the supervisor to use his work group to identify problems, to cast them into opportunities for improvement, and to work for solutions to those problems that confront them. In this way fulfillment of organizational objectives proceeds hand in hand with personal motivation and fulfillment of the employee as well as his growth in both personal and organizational terms. The principle of group decision-making does not take from the supervisor the responsibility for the quality of all decisions made by his work group and their implementation. Since he is accountable for the decisions and results of his work group, personnel development becomes an important concern to him.

The leadership of the chief administrator is instrumental in moving those responsible for the library's funding to provide adequate financial support for personnel development and continuing education. This implies that all resources—those within the library itself, and those without (library schools, library associations, universities)—offering opportunities for expansion of conceptual, technical and human skills needed in the library are fully used. Opportunities outside the library offer many advantages which cannot be obtained through an in-house program³⁶—such as the opportunity to think, to do research, to question, to discuss job problems and situations anonymously without fear of jeopardy to one's job. Asheim³⁷ has stated that library administrators must accept responsibility for providing support and opportunities in the form of leaves, sabbaticals and released time for continuing education of their employees. For inservice programs funding should be sufficient so that no particular individual is deprived of its benefits.

The administrator's commitment to a systems approach strongly affects the quality of the library's program. The systems approach is a way of anticipating new environments, developing plans for coping with emerging expectations, and maximizing benefits from resources allocated for reaching various goals. Such an emphasis implies that the chief administrator seeks to anticipate the impact of various forces acting upon the library from the outside and that he uses his influence to prepare the staff for change. It means that he will view with a long-

range perspective staff needs and development, and will not be totally occupied with a "crisis management" approach.

The systems oriented administrator by definition is future oriented and mission oriented. He is characterized further as a strategist who places a premium on those executive functions related to goal orientation, planning and coordination. . . . The modern day administrator is judged no longer, as was his historical counterpart, by merely how well or efficiently he operates the system at present levels or as a maintainer of the status quo. Recognizing the dynamic quality of institutions in a troubled world, a key role of the administrator is that of a change agent. He is a prime agent for innovation.³⁸

As a prime agent for innovation, a systems oriented administrator will lead in creating conditions within the library which will encourage and promote creativity and innovation among his staff. Such activity on his part was seen by participants in a recent survey as being an important way to encourage and motivate staff members.³⁹

In summary, those library administrators who provide the leadership essential for keeping libraries alive, vigorous, and capable of meeting societal needs will be aware of change, make necessary adaptations in the program, discard outmoded procedures, not be afraid of innovations (even when they might disturb the "status quo"), delegate authority in the development of programs, prevent the library from splintering through over-emphasis on some types of specialization and failure to keep the "whole" library and its objectives constantly in mind, maintain supportive relationships of confidence and trust with subordinates, provide subordinates with all information regarding both library operations and profession-wide developments that apply to their area of competence and specialization, and realize that programs and procedures do not cause staff development of themselves but that the staff grows within the total environment created by the administrator.⁴⁰

In some libraries there may be a development staff (or single person) whose primary concern is the personal growth and continuing education of employees. The chief role of such a staff would be continuous strategy planning with top management. In this capacity it would be concerned with improving the organizational environment so as to provide a climate in which personal, professional, and organizational goals could be achieved. In pursuit of this objective it would demonstrate to library management the effects of organization struc-

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ture, policies and day-to-day managerial behavior on the growth, development and motivation of employees.

A second important function for such a staff would be that of providing competent counsel and help to managers who are attempting to fulfill their responsibilities for the development of their subordinates. If a development staff is competent in this, their advice will be sought. The emphasis here should be that such a staff would seldom be engaged in developing training courses per se but rather would help the managers themselves and the employees—individually or collectively—to find and utilize whatever means of development would best meet *their* needs and help them in *their* planning and implementation.

A third but much less important function would be keeping records for purposes of planning, but, as McGregor⁴¹ emphasizes, records and statistics are not methods for developing talent; they are means of keeping track of the process. An example of the type of recommendation that such a staff might make follows. As the supervisor at each hierarchal level is entrusted with human assets for whose development he should be responsible, he should be asked to answer regularly and in detail questions such as these: "What are you doing to further the self-development of each person under your supervision? What are you doing to help those in your work group gain skills in group interaction and small group decision-making? Have you held target-setting conferences with each of your subordinates that will help him in establishing specific targets or objectives for a limited time period?"

Within the institution the employee's immediate supervisor is probably the most important influence affecting his staff development and growth.⁴² The supervisor is, in large part, responsible for the job environment in the work place and should assume the responsibility for creating a climate conducive to growth. The climate created by the relationship between the individual and his supervisor on a daily basis is far more real and tangible to employees than occasional workshops or nicely printed policy statements. The day-by-day contact between a supervisor and his work group will reinforce or modify the attitudes, habits, expectations, and thus, the performance, of employees, and will overshadow what they learn in other settings. This obligation of the supervisor to develop his work group must be given recognition by top management, and the supervisor must be made truly accountable for creating a climate conducive to growth. Unless the supervisor's rewards (promotion, salary increments, etc.) are clearly related to his performance in the area of staff development,

supervisors will characteristically give scant attention to this function.⁴³

Moving from the institutional responsibility for staff development to that of the individual staff member, the focus is less complex but not less important. With the individual rests much of the initiative for seeking and utilizing the opportunities offered within the organization and those outside. The improvement of personal and professional competency requires the individual to assess his needs and to determine his goals and directions as the starting point. Concurrent with this is the need for awareness of the issues, trends and developments in the field of librarianship, plus a sensitivity for the relationship of libraries to society, both on social and technological levels.

Fulfillment of the individual responsibility for staff development requires levels of involvement, time and energy commensurate with the level of commitment and the nature of other responsibilities the individual feels. The individual is the only one who can decide to what degree and in what direction he wishes to extend himself. To make those decisions requires a self-awareness as well as a knowledge of available opportunities and a sensing of the implications such an involvement might have. The institution's role, particularly that of the immediate supervisor, enters here. Present and intended work situations—their needs and potential—must be considered by the individual and the supervisor to assure that both individual and library goals are kept in sight.

Specific routes to the individual's approach to his own continuing education would include: reading and writing, not only in professional library literature, but also in general and specialized literature; involvement in research projects; active participation in civic, social and professional groups; participation in formal course work, institutes, workshops, etc.; involvement in new and developing areas of the library; and working beyond the department boundaries in planning, task forces and study groups. Implicit in all of these suggestions is the ability of the individual to use the many opportunities for continuing education that present themselves daily. Also not to be ignored are the resources of the library collection itself—offered to patrons but often overlooked by those who work there.

Thus far in this section we have considered suggestions for action programs related to the growth and development of employees on the part of the individual and on the part of the institution, including the effects of the library's philosophy and policies on personnel development, the responsibilities of the chief administrator, the responsibili-

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ties of a development staff (if one exists), and the responsibilities of the immediate supervisor. Next we turn to specifics involved in effective program planning for personnel development within the library.

Planning for Personnel Development

The purpose of a systematic, comprehensive program must be directed toward greater organizational effectiveness through increased individual competency. The time, money, and effort its initiation and maintenance require can only be justified by this overall objective. The best program is based on a long-term plan with continuity and sequence, although short-term programs may be designed to meet immediate objectives within that long-term plan.

Before a program is developed, careful decisions must be made. Does a training need exist—is it really a training problem? If so, what kinds of training content and method are needed? What results are expected from such a program? The following review of basic principles can apply to all levels of in-house programs as well as continuing education programs developed by library agencies and professional associations.⁴⁴

- 1) To be accepted and effective, training must be based on valid present and emerging interests and needs of those for whom it is intended.
- 2) The objectives, responsibilities, and expectations of individuals and the organization(s) involved must be clearly defined and understood.
- 3) Training methods and media must be congruent with organizational structure, management approach, and available resources.⁴⁵
- 4) All available resources—financial and human, as well as physical facilities—must be used to the best advantage.
- 5) Planning, implementation, and evaluation must actively involve participants.
- 6) The program must support the long-range goals and planning of the organization (its effective functioning) as well as the individual (his continuing education). As such, it must be flexible and open-ended.
- 7) The program must be evaluated in terms of its objectives—to what extent is it meeting the objectives set for it? Evaluation must be planned from the beginning.

Since the ultimate test of a personnel development program will be the extent to which it brings about effective libraries providing good

library service, results should be expected to be revealed over a long period of time, rather than immediately.

Specifically, evaluation can be in terms of the individual (competency), the unit (organizational operation) or the training program (effectiveness). Evaluation must formulate criteria in relation to the objectives of the program at the beginning, collect data relating to the criteria during the program, analyze and interpret the data during and following segments of the program, and make modifications indicated during and after the sequences.

8) The design of the program must be based on the nature of the adult as a learner.⁴⁶

- A. The adult is a self-directed human being. As such, he is capable of controlling the learning process, of self-diagnosis of his own needs, and of self-evaluation of progress toward his goals. He must WANT to learn. An informal social and psychological learning climate is the best medium for encouraging the desire to learn and for the learning process itself.
- B. The adult has accumulated a reservoir of experience which is a unique resource for learning—for himself and for others. This enables him to gain progressive depth of meaning from each new learning experience and make the best use of a variety of learning methods and techniques.
- C. An adult's readiness to learn is oriented to the development stages he is in. He will learn what he feels the need to learn. This timing and relevance are important, a sense of progress is important, and the grouping of learners must be appropriate for the kind of learning.
- D. An adult tends to be problem-solving oriented to his learning experiences. The organizing principle for the design of learning experiences should be focused on problem area rather than subject, and emphasis should be on the practical application.

Each of these factors points up the validity of actively involving the participant in the personnel development program—to make full use of resources and to assure commitment of those involved.

9) A support base must be built to assure a stable foundation. The elements of this support base are: established policies, budget allotments, structures for incorporating new resources, structures for a constant inventory of training needs, structures to enable full awareness and use of continuing education opportunities within and outside the organization.

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- 10) The value of the program must be communicated and understood throughout the organization.

Professional development and continuing education are a nationwide challenge which ultimately call for the best thinking and planning of individuals and groups. Some relevant groups are to some degree accountable for planning, implementing, and cooperating in the area of continuing education. These guidelines conclude with some specific suggestions regarding involvement of four relevant groups—state library agencies, the U.S. Office of Education, graduate library schools, and library associations. These recommendations represent the opinions of the committee writing the guidelines and are submitted with the intent that such a listing might stimulate responsible leaders in each of these groups to move ahead in developing continuing education programs uniquely adapted to the needs and resources of their specific groups. In addition these statements might indicate some prime areas for cooperative action between these groups.

Recommendations to Relevant Groups

The major concern of each agency responsible for library development at the state level is to strengthen the quality of library service. As such, continuing education becomes a major function of the state library agency. The need for continuing education for librarians is paramount today because of the increasing needs and demands of society for improved service, the need to make fuller use of the human resources recruited to the profession, and the development and planning for information networks now made possible by new informational technology. State agencies will not fully meet their responsibility until they:

- 1) assign individual staff member(s) major responsibility for developing human resources in the libraries of that state, including conducting and reporting periodically on staff development and continuing education activities in the state;
- 2) initiate, promote and implement continuing education opportunities directly or support efforts of others doing so—opportunities and programs which reflect the needs of library personnel in the area and make use of a variety of educational methods and resources, including the use of newer educational technology which is able to make those opportunities more conveniently available to all librarians in the state, at the time, place, and pace convenient to them;

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- 3) adopt policies and operational procedures that will enable key agency personnel to join with other agencies, associations and institutions as well as libraries in thinking through broad problems and issues and developing long-range plans in advance of crises to solve these problems;
- 4) provide a clearinghouse function for program ideas, leaders, and facilities which can be used in planning, implementing and evaluating continuing education opportunities, including staff development efforts. (Building the knowledge and skills of the state library staff in reference to program planning and design, educational technology, evaluation methods, and criteria is necessary to directly serve the needs.); and
- 5) evidence concern and commitment for the continued growth and development of their own staff, both at the state library and in the field.

Without the active support of the federal government, personnel development and continuing education programs developed at local, state, and area levels, no matter how well conceived, will have little chance for successful impact. In supporting personnel development and continuing education throughout the nation the Office of Education should:

- 1) provide national leadership in finding ways and means by which all librarians may have equal opportunity to continue their professional education so that they will be able to meet adequately the new demands for service that society imposes on them;
- 2) provide national leadership in finding ways in which local inadequacies in continuing education opportunities for librarians can be minimized or eliminated by new educational patterns and technology;
- 3) plan, extend and coordinate at the national level all types of continuing education programs, including seminars, workshops and institutes so that the needs of each geographical area are adequately met; emphasis in long-range planning should be based on two criteria—need and cooperation with all relevant agencies.⁴⁷
- 4) sponsor major research programs that would develop empirically validated curricula for persons for new and emerging roles in librarianship, employing wherever possible individualized and multi-media approaches to learning;⁴⁸
- 5) call working conferences to identify the skills, knowledge and insights needed in areas where new approaches to the dissemina-

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tion of knowledge demand new skills from personnel, such as the development of networks;

- 6) provide leadership and long-range planning in training and re-training personnel in the concepts of networks; and
- 7) provide research effort which will continually evaluate the energies and resources that the Office of Education has expended in the realm of continuing education.

The library school, in order to contribute fully to the development of the profession, must not limit its program to pre-service education. The many expert resources in a library school should lend themselves also to continuing education for the librarian. The perspective as well as the professional expertise and responsibility of the library school are unique. Research efforts can be used to supplement curriculum opportunities. The professional commitment of library schools can be given tangible form through:

- 1) support for the development of post-M.L.S. level continuing education opportunities (courses, workshops, institutes, packaged courses, etc.) which make maximal use of the new media and technologies (cassettes, electronic video recording, talk-back television, closed-circuit television, etc.);
- 2) constant assessment of the relevance of course work to the actual needs of practicing librarians based on continuing research to identify those needs;
- 3) initiation and implementation of policies to make wide use of all available resources for use in continuing education;
- 4) developing skills in faculty to enable the school to provide "consultant assistance" for personnel development and continuing education programs;
- 5) promoting the use of the school as a medium for free flow of communication between faculty and field as well as within the school itself;
- 6) development and promotion of new teaching methods that may increase the effectiveness of the student's educational experience;
- 7) cooperating with and contributing to other professional efforts at state, regional, and national levels for developing and distributing professional continuing education programs;
- 8) realizing that the provision of new effective services (such as provision of interlibrary communications and information networks) will demand new specialized skills, creativity and open minds, and aggressive reeducation at all levels based on continual individual learning and growth; and

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- 9) accepting the challenge: To implement a library without walls we need a university without walls.⁴⁹

Professional library associations—local, regional and national—provide organizational frameworks which can enable interchange of ideas, cooperative planning of programs, and pooling and development of resources. These are significant functions.

Local, state, and regional associations are uniquely able to assure that programs are relevant and feasible and specifically related to the interests, needs and resources of each area. With continuity of effort assured, possibly through standing committee structures, these associations can:

- 1) constantly assess and inventory interests and needs;
- 2) be aware of and develop resources at state and regional levels;
- 3) develop active programs on issues of concern to librarians;
- 4) use and develop leadership potential in the area in order to broaden program planning expertise;
- 5) urge, conduct, and publish models of staff development endeavors;
- 6) use meetings and publications to further staff development efforts and available continuing education opportunities; and
- 7) cooperate closely with agencies, library systems, institutions (especially library schools) in developing avenues of continuing professional education.

National professional associations, having the advantage of greater continuity of staff and funding, can:

- 1) support more localized levels with expertise in program planning, provide a research base, and seek funding with strong emphasis on developing these abilities at local levels possibly through regional demonstration conferences on staff development;
- 2) assign staff member(s) responsibility for working with other associations and organizations (in the library field and outside) to initiate and develop programs;
- 3) involve all of their members, individually and collectively, in activities that will lead to a better understanding of the values of continuing education;
- 4) aid in identifying and utilizing leadership potential at local levels;
- 5) provide for dissemination and outcomes of their programs to others in the field (i.e., publish what they will do, are doing, and have done); and

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- 6) establish and maintain liaison with library schools, business and industry, governmental agencies with regard to their goals and objectives in continuing education.

The purpose of these guidelines is to stimulate responsible librarians to match their concern for personnel development and continuing education with meaningful action directed to that end. The committee feels that a recognition must permeate the profession of the ultimate need to develop a conceptual and practical blueprint for the provision of equal, coordinated, educational opportunities for every librarian in the country who wants to extend his education throughout his working career. The committee sees personnel development and continuing education as a profession-wide problem which calls for planning at a national level. We further believe that any plans or programs which are evolved must, to be successful, meet the individual criteria of librarians themselves, and thus must involve individual librarians in developing those plans and programs. What is needed is a wide spectrum of continuing education opportunities, including in-house development programs in individual libraries.

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